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ABSTRACT

In August 1975, the Louisiana legislature passed a bill, Act 812, which required each school board "to provide for and conduct an annual two day in-service teacher educational program for teachers during the minimum session of attendance required. . . ." The two day in-service activity was to be conducted within the required 180 days of attendance. Each school board was required to meet guidelines developed by the State Department of Education and to check the attendance of teachers. Each teacher who attended the activity for the required two days received a merit raise of $500.00. The action resulted in the use of (1) consultants, (2) State Department of Education personnel, and (3) higher education personnel by public schools. The guidelines developed by the State Department of Education for the planning and conduct of the in-service programs stressed assessment. Assessment instruments were utilized three-fold in compliance with Act 812. (Appended are the text of Act 812, guidelines for the implementation of House Bill No. 1100, needs assessment for parish in-service programs, assessment for the Desoto Parish in-service program, and the schedule for the Desoto Parish in-service program.) (RC)

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In-Service Training: Legislated Merit

During 1975, in the state of Louisiana, an interest in merit pay for teachers was revived. This interest was promoted by politically influential individuals outside of the teaching profession. The promotion influenced not only the governor but many legislators.

As the development of this interest in merit pay evolved, the same turmoil arose that has been evident each time the question has been argued nationally. The same pro's and con's were purported as the controversy continued with very little progress made by either adversary.

A compromise resulted from this standoff, August 4, 1975. The result was the passage of Act 812 (House Bill No. 1100, Appendix A), which required each school board "to provide for and conduct an annual two day in-service teacher educational program for teachers during the minimum session of attendance required. . . ." The two-day in-service activity was to be conducted within the required 180 days of attendance.

Plans for this two-day in-service activity were to be submitted to the State Department of Education for approval no later than October 1. The department provided each school board with guidelines for development of in-service activity plans (Appendix B).

In addition to meeting guidelines developed by the Department of Education, each school board was required to check attendance of teachers at the in-service activity. Each teacher who attended the activity for the required two days received a merit raise of $500.00.

This action taken by the legislature has had the following implications for education in Louisiana: (1) Public schools are turning to consultants or experts in the field; (2) Public schools are turning to the

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State Department of Education; and (3) Public schools are turning to higher education. These implications are important because of the interaction that has taken place between public school personnel and those individuals brought in to assist with the in-service activities. This interaction has produced and will produce far reaching effects on the public education system of Louisiana: closer working relations with consultants outside the system, closer working relations between teachers and parish administrative personnel, professional improvement of each teacher, and closer working relations with professional peers.

One such in-service activity was conducted by a teacher education oriented university for a Northwest parish (county) school system.

PURPOSE

The purpose of the in-service activity was to meet state requirements for teachers to receive a $500 raise; however, the primary purpose was to assist each teacher in professional development so that ultimately students would benefit.

PROCEDURE

The annual two-day in-service program legislated by Louisiana (Bill #1100) was appended to a $500 raise for public school faculty and staff. Thus, the procedure used in organizing the in-service program conformed to the guidelines set in Bill #1100. A copy of the "Guidelines for the Implementation of House Bill #1100" distributed by Louisiana State Department of Education is included in Appendix B. The focus of the in-service program was to be determined by immediate needs in each school within a parish. However, the State Department of Education urged

"to remember the importance of strengthening the academics, infusing the concept of career education into all subject matter and developing a system of shared accountability."

To conceptualize the guidelines set fourth by the State Department of Education, a procedural scheme of the two-day in-service activity was developed in flowchart form (Figure 1). Teachers, administrators, and supervisory personnel were involved in the initial planning of the in-service activity. This initial planning session spawned the theme and general goals of the in-service activity. Based on these goals, a general proposal for an in-service activity was developed by consultants in concert with administrators and supervisory personnel of the parish.

Submission of the parish's proposal of an in-service activity to the State Department of Education was followed by the construction of a needs-assessment. Each consultant was asked to submit ten questions related to the theme and goals of the in-service activity, as well as to his academic discipline. These responses from the twenty-three consultants were categorized into topics dealing with the learner, teacher, method, or content. This task was expedited by sorting on a bulletin board slips of paper with the questions typed thereon. There were five revisions of the needs-assessment in which the goals of the in-service activity were reflected (Appendix C).

The needs-assessment was administered to 167 secondary and 144 elementary faculty and staff of a Northwest Louisiana parish. The needs-assessments were scored on IBM answer sheets. A computer program provided each consultant with the frequency and percentage of responses on a scale of 0-9 to each question on the needs-assessment for the group of in-service participants that each consultant would be dealing with,

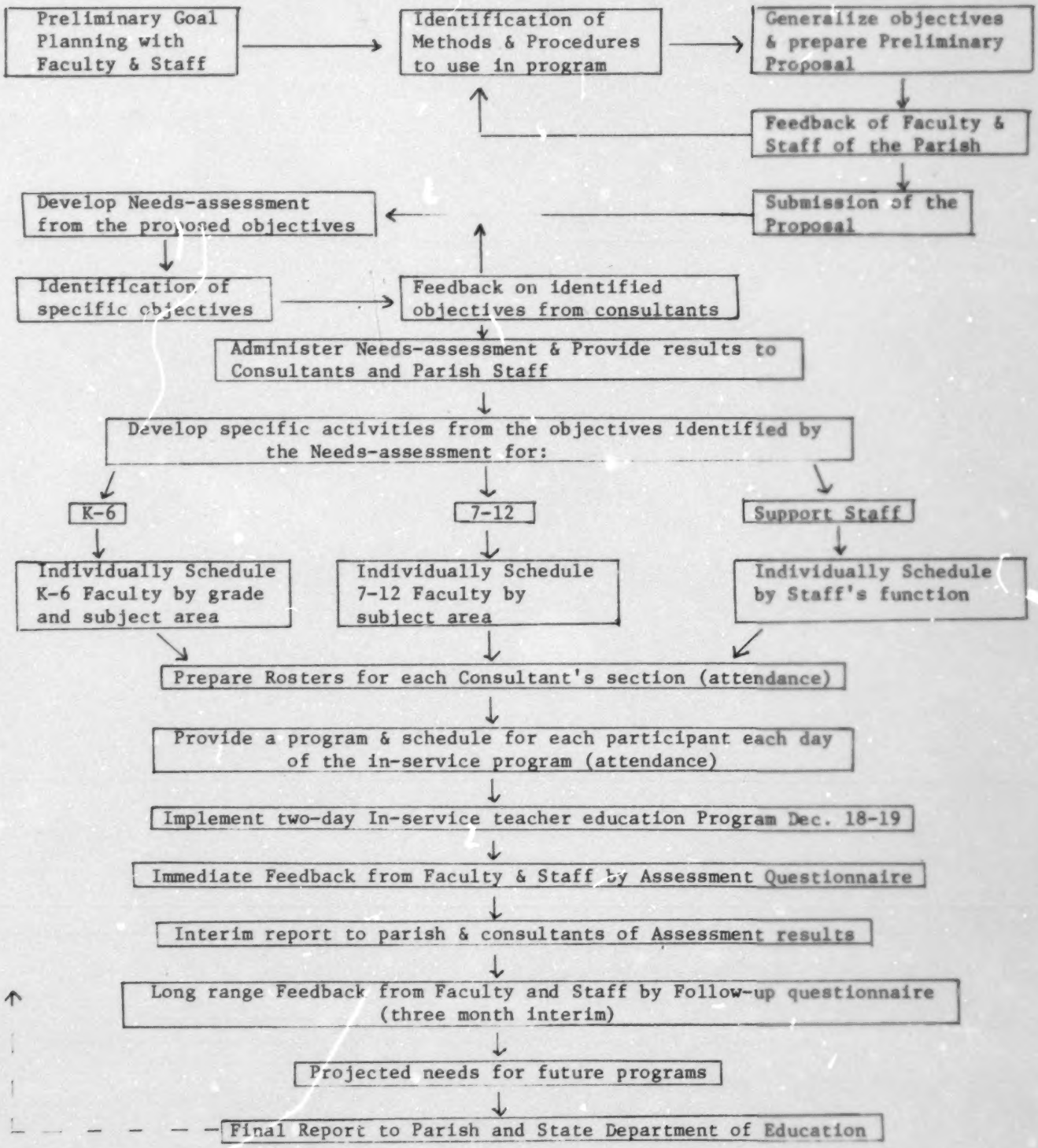
Preliminary Goal Planning with Faculty & Staff
Identification of Methods & Procedures to use in program
Generalize objectives & prepare Preliminary Proposal
Feedback of Faculty & Staff of the Parish
Submission of the Proposal
Develop Needs-assessment from the proposed objectives
Identification of specific objectives
Feedback on identified objectives from consultants
Administer Needs-assessment & Provide results to Consultants and Parish Staff
Develop specific activities from the objectives identified by the Needs-assessment for:
K-6
7-12
Support Staff
Individually Schedule K-6 Faculty by grade and subject area
Individually Schedule 7-12 Faculty by subject area
Individually Schedule by Staff's function
Prepare Rosters for each Consultant's section (attendance)
Provide a program & schedule for each participant each day of the in-service program (attendance)
Implement two-day In-service teacher education Program Dec. 18-19
Immediate Feedback from Faculty & Staff by Assessment Questionnaire
Interim report to parish & consultants of Assessment results
Long range Feedback from Faculty and Staff by Follow-up questionnaire (three month interim)
Projected needs for future programs
Final Report to Parish and State Department of Education

Figure 1
Flowchart of In-service Program

e.g., the responses of kindergarten teachers were given the kindergarten consultant. The mean of each question, by group, was also calculated on the Univac 90/60. Based on these results, the consultants formulated objectives which reflected the needs of the in-service participants and the goals of the in-service activity. Specific activities were designed by each consultant to meet the objectives gleaned from the needs-assessment. Each individual participant was scheduled to encounter those consultants which would best satisfy his real needs. A schedule and program were prepared for each in-service participant for each day of the in-service activity. An additional attendance check was provided by preparing a roster for each consultant.

The two-day in-service activity was implemented December 18 and 19, 1975. A copy of the program is in Appendix D. Immediate feedback on the in-service activity was assessed in the last small group session on December 19. A third follow-up questionnaire will be completed by the participants in March. Thereupon a final report of the in-service activity will be submitted to the Louisiana State Department of Education.

NEEDS-ASSESSMENT

The three-fold utilization of the needs-assessment questionnaire provided cohesion and unity in the evaluation of the in-service program. The questionnaire was administered to participants one month before and the second day of the in-service activity; the questionnaire will be administered again in March. The procedure used in constructing the needs-assessment enlisted the input of all the consultants. Thus, it reflected not only the theme and goals of the in-service activity, but also the academic discipline of the respective consultants. Forty-eight items were winnowed from over 150 proposed questions submitted by the

consultants. The questions were categorized into seven groups of items as follows: learner, teacher, method, content, media, library, and administration (Appendix C). The stem of each item was "This is Important or Relevant to discuss." The scale of response was 0-No Opinion, 1-Very Unimportant to 9-Very Important. The first three questions on the questionnaire identified the professional position of each respondent. A ranking of the twelve highest means of the items on the needs-assessment for both elementary (K-8) and Secondary (7-12) respondents is presented in Table 1.

The three items which both elementary and secondary respondents felt were very important to discuss were: discipline, communication skills, and working with slow learners. Other expressed needs were as follows: understanding the student, student teacher rapport, and selecting and evaluating materials. The lowest ranked item by both elementary and secondary respondents was teacher centered procedures.

ASSESSMENT AND FOLLOW-UP

The needs-assessment questionnaire was slightly modified to provide an immediate assessment of the in-service program on December 19. The stem of the needs-assessment was changed from "This item is Important or Relevant to discuss-Very Important to Very Unimportant" to "This item was discussed-Very Thoroughly to Not at all" for the assessment questionnaire. Six additional questions dealing with the quality, organization, preparation, and applicability of the in-service program were included in the Assessment. A copy of the assessment questionnaire is found in Appendix C. A similar follow-up questionnaire was also developed. An additional revision of the questionnaire will be used in the Follow-up.

Table 1

Rank of Means of Items from the Needs-Assessment

	Secondary N=167			Elementary N=144		
Rank	Item	#	Mean	Item	#	Mean
1	Discipline	4	6.80	Slow learners	9	7.03
2	Communication	13	6.70	Discipline	4	6.98
3	Slow learners	9	6.64	Communication Skills	13	6.52
4	Sources of free & inexpensive media materials	38	6.39	Understanding the student	5	6.51
5	Understanding the student	5	6.38	Parent conferences	19	6.23
6	Student-teacher rapport	11	6.22	Developing creativity	7	6.13
7	Planning and scheduling	15	6.16	Developing content skills	23	6.08
8	Selecting and evaluating materials	35	6.11	Student-teacher rapport	11	6.04
9	Self-evaluation	21	6.07	Selecting and evaluating materials	35	5.97
10	Improving the Library's role in the total school program	44	6.05	Individualizing instruction	6	5.95
11	Developing creativity	7	5.98	Planning and scheduling	15	5.95
12	Evaluating curriculum changes	27	5.87	Self-evaluation	21	5.94

Based on the three-fold utilization of a single questionnaire, appropriate statistical measures provide for the identification of in-service needs, immediate assessment, and long range follow-up. These three components were infused within the guidelines of the implementation of House Bill #1100.

SUMMARY

As a result of renewed interest in merit pay in Louisiana during 1975, the legislature passed Act 812 directing local parish (county) school boards to conduct a two-day in-service program. Attendance by each teacher would merit him a $500 raise.

This action has resulted in the use of: (1) consultants, (2) State Department of Education personnel, and (b) higher education personnel. The State Department of Education developed guidelines for the planning and conduct of the in-service programs. The guidelines stressed assessment, and assessment was the key to the conduct of a recent in-service program in a Northwest Louisiana parish. Assessment instruments were utilized three-fold in compliance with Act 812.

APPENDIX A

ACT No. 812

House Bill No. 1100. By: Messrs. Long, A. Jackson, Freeman, Accardo, Ackal, Alario, Bares, Bella, Bigby, Brinkhaus, Cooper, Crisler, Deen, D'Gerolamo, Dischler, Doucet, Dyer, Fowler, Grisbaum, J. Guidry, Hebert, Holstead, J. Jackson, Jones, R. J. LaBorde, Lancaster, Landry, Leithman, Miller, Morrison, Randolph, Rice, Robillard, Rowley, Schmitt, Scogin, Simon, Simoneaux, Tauzin, M. Thompson, R. Thompson, Toca, Turnley, Ullo and Womack and Mrs. Johnson.

AN ACT

To amend and reenact Section 85 of Title 17 of the Louisiana Revised Statutes of 1950, and further to amend said Title 17 by adding thereto a new Section to be designated as R.S. 17:421.3, relative to teachers; to provide a minimum salary schedule for teachers employed in the public elementary and high schools of this state who participate in in service teacher educational programs, including teachers employed in state schools for the deaf, blind, spastic, and cerebral palsied; to provide with respect to in service teacher educational programs; and otherwise to provide with respect thereto.

Be it enacted by the Legislature of Louisiana:

Section 1. Section 85 of Title 17 of the Louisiana Revised Statutes of 1950 is hereby amended and reenacted to read as follows:

§85. In service teacher educational program

Each school board shall provide for and conduct an annual two day in service teacher educational program for teachers during the minimum session of attendance required by R.S. 17:225. The plans for such programs shall be submitted no later than October 1 of each year to the Department of Education for approval.

Section 2. Section 421.3 of Title 17 of the Louisiana Revised Statutes of 1950 is hereby enacted to read as follows:

§421.3. Minimum salary schedule for teachers who participate in in service teacher educational programs

Effective not later than July 1, 1975, the following minimum salary schedule shall apply with respect to teachers in public elementary and high schools of this state and teachers employed in state schools for the deaf, blind, spastic, and cerebral palsied when such teachers participate in in service teacher educational programs:

Years of Experience	Two Years College	Three Years College	Bachelor's Degree	Master's Degree	Master's Plus 30 Grad. Hrs.	Specialist In Education Degree	Ph.D. or Ed. D. Degree
0	$5,120	$5,542	$7,230	$ 7,441	$ 7,441	$ 7,758	$ 8,180
1	5,225	5,648	7,441	7,652	7,652	7,968	8,390
2	5,331	5,753	7,652	7,863	7,863	8,180	8,602
3	5,542	5,964	7,863	8,074	8,074	8,390	8,919
4	5,753	6,175	8,074	8,285	8,285	8,602	9,252
5	5,964	6,386	8,285	8,602	8,654	8,975	9,584
6	6,175	6,597	8,496	8,919	9,030	9,362	9,916
7	6,386	6,914	8,707	9,252	9,418	9,750	10,248
8	6,703	7,230	8,919	9,584	9,805	10,137	10,580
9	7,019	7,547	9,252	9,916	10,193	10,525	10,913
10	7,335	7,863	9,584	10,248	10,580	10,913	11,246
11				10,580	10,969	11,300	11,578
12					11,356	11,688	11,910

At no time after July 1, 1975 shall the salary of teachers covered by the provisions of this Section be less than the salary they received in 1974-1975, plus the amount provided by the five percent salary increase contained in Act 52 of the 1975 Extraordinary Session. Provided, however, that teachers who are absent for purposes of sick leave which present a medical certificate attesting to such illness, and those teachers on emergency leave, approved by the parish superintendent, shall receive the salary provided in the schedule herein and those teachers on sabbatical leave shall receive the pay based on this schedule and as authorized by R.S. 17:1184.

Section 3. If any provision or item of this Act or the application thereof is held invalid, such invalidity shall not affect other provisions, items or applications of this Act which can be given effect without the invalid provisions, items or applications, and to this end the provisions of this Act are hereby declared severable.

Section 4. All laws or parts of laws in conflict herewith are hereby repealed.

Section 5. The provisions of this Act shall be applicable as of July 1, 1975.

Approved by the Governor: August 4, 1975.

Published in the Official Journal of the State: August 28, 1975.

A true copy:

WADE O. MARTIN, JR.
Secretary of State.

APPENDIX B

GUIDELINES FOR THE IMPLEMENTATION OF HOUSE BILL NO. 1100

Requiring an annual two-day in-service teacher educational program during the minimum session of attendance required by R.S. 17:225

1. Teachers, administrators and supervisory personnel shall be involved in the planning of each in-service activity. It is recommended, where feasible, to include students, parents and community leaders in planning certain types of in-service activities.

2. Each in-service plan shall include:

   a. Needs Assessment, including evidence that the in-service reflects real needs of learners;

   b. A Statement of Objectives, resulting directly from the Needs Assessment;

   c. Detailed activities designed to meet objectives;

   d. Specific role and function of supervisory and mid-management level staff;

   e. Provision for evaluation including immediate participant response to the in-service and again after a reasonable period, to satisfy 2e.

3. A written plan developed within the attached framework shall be submitted to the State Department of Education for approval no later than October 1 of each year.

4. There shall be a minimum of two days of in-service training accomplished in two six-hour segments. It is recommended that the in-service be conducted before February 1, 1976.

5. The in-service is for all personnel with teaching certificates, and the program shall be planned according to the criteria established in the guidelines. Professional organizational meetings, orientations or faculty meetings shall not fulfill the requirements of House Bill 1100.

6. While the focus of your in-service program will be determined by your immediate needs in each school, I urge you to remember the importance of strengthening the academics, infusing the concept of career education into all subject matter and developing a system of shared accountability.

SUBJECT: Plan for proposed in-service training in compliance with House Bill 1100 of the 1975 Legislature

The submitted plan for the in-service program shall include the following:

Section I. Describe the method used to plan the in-service program (list number of classroom teachers actively involved in the planning).

Section II. Identify major needs for in-service training (indicate method used to identify needs).

Section III. State goals and objectives to meet the needs stated in Section II.

Section IV. Describe activities designed to meet stated goals and objectives.

Section V. Describe methods to follow up.

Section VI. Describe method of self-evaluation, immediate and long range.

Section VII. Proposed schedule and location for the in-service program. (Include month(s), day(s), hour(s), and site(s).

APPENDIX C

PLEASE MARK IBM SHEET & RETURN TO THE MAIN OFFICE TODAY

NEEDS-ASSESSMENT FOR PARISH
INSERVICE PROGRAM

This questionnaire was developed to determine your ideas relative to the inservice training needs of the DeSoto Parish School System. The results will be utilized in structuring your two-day program, scheduled for December 18 & 19, 1975. Please mark your social security number on the red IBM answer sheet with #2 pencil. Your SS number will be used for statistical purposes only. We will correlate each individual's needs-assessment with a follow-up questionnaire. In no way will this information be released in any individually identifiable form. Please respond to all items by marking the appropriate space on the IBM answer sheet with #2 pencil. If you have suggestions or comments concerning your inservice program, please feel free to write them on the back of the IBM answer sheet.

DEMOGRAPHIC DATA

(1) If you work in elementary school (K-8), please identify your professional position. Leave blank if you are in secondary.

0. Administrator
1. Librarian
2. Kindergarten or 1st grade
3. 2nd grade teacher
4. 3rd grade teacher
5. 4th grade teacher
6. 5th grade teacher
7. 6th grade teacher
8. 7th or 8th grade teacher
9. Teacher's aide

(2) If you work in secondary school (7-12), please identify your professional position. Leave blank if you are in elementary.

0. Administrator
1. Business or D.E. teacher
2. Counselor
3. English teacher
4. Fine arts teacher (music, etc.)
5. Home economics teacher
6. Librarian
7. Mathematics teacher
8. Physical education teacher
9. None of the above-see question 3 for additional professional positions.

(3) Continuation of question (2).

0. Science
1. Social studies teacher (history, civics, etc.)
2. T. & I.
3. Teacher's aide
4. Other

SESSIONS

Tentatively, the following sessions are planned.

Elementary	Secondary	Additional
Kindergarten	Language arts	Administration
Language arts	Mathematics	Library science
Mathematics	Physical education	MEDIA
Reading	Science	Teacher's aide
Science	Social studies	
Social studies	T. & I.	
	Vocational Educ. (Bus. & Home Ec.)	

Your assistance is needed in structuring the sessions to meet your felt needs. Below are items designed to include problems you might be facing. Please respond on the attached IBM answer sheet to those items you feel are important to include in your in-service program. The items that the majority mark important will be emphasized in those sessions related to their professional position. Do not mark extremes unless you feel that the item truly demands attention or in-attention. Mark 0 --(zero)-- for any item for which you have no opinion.

		This is IMPORTANT or RELEVANT to discuss									
		No opinion	Very UNimportant								Very IMportant
(4)	Discipline	0	1	2	3	4	5	6	7	8	9
(5)	Understanding the student	0	1	2	3	4	5	6	7	8	9
(6)	Individualizing instruction	0	1	2	3	4	5	6	7	8	9
(7)	Developing creativity										
(8)	Working with gifted students										
(9)	Working with slow learners										
(10)	Student centered procedures										
(11)	Student-teacher rapport										
(12)	Including students in planning										
**********											
(13)	Communication skills										
(14)	Teacher-centered procedures										
(15)	Planning and scheduling										
(16)	Organization of classroom										
(17)	Selecting and training student assistants										
(18)	Working with other school personnel										
(19)	Parent conferences										
(20)	Leadership in Education										
(21)	Self-evaluation										
**********											
(22)	Selecting and writing objectives										
(23)	Developing content skills										
(24)	Test construction										
(25)	Evaluating instructional programs										
(26)	Evaluating curricular materials										
(27)	Evaluating curriculum changes										
(28)	Instructional innovations										
(29)	Humanistic approach										
(30)	Introductory classroom activities										
(31)	Concluding classroom activities										
(32)	Questioning strategies (inquiry)										
(33)	Laboratory exercises (self-directed)										
(34)	Media in content area										
(35)	Selecting and evaluating materials										
(36)	Methods of purchasing materials and supplies										
(37)	Safety and liability in the laboratory (classroom)										
**********											

CONTINUE MARKING EACH FROM ZERO TO NINE ON YOUR ANSWER SHEET

		This is IMPORTANT or RELEVANT to discuss									
		No opinion	Very UNimportant								Very IMportant
(38)	Sources of free and inexpensive media materials	0	1	2	3	4	5	6	7	8	9
(39)	Lettering instructional materials	0	1	2	3	4	5	6	7	8	9
(40)	Mounting and laminating pictures	0	1	2	3	4	5	6	7	8	9
(41)	Production of overhead transparencies										
(42)	Slide-tape presentation										
(43)	Operation and use of audio-visual equipment										
(44)	Improving the library's role in the total school program										
(45)	Administering the school library program										
(46)	Book sharing ideas and activities										
(47)	Cataloging non-book materials										
(48)	Functions and problems of the principal										
(49)	Organizing support services (health, food, transportation)										
(50)	Supervision of professional staff										
(51)	Supervision of non-professional staff										
(52)	Administration of student services										

CONTINUE MARKING EACH FROM ZERO TO NINE ON YOUR ANSWER SHEET

		Not at all thorough								Very thorough
(53)	This questionnaire is	1	2	3	4	5	6	7	8	9

Thank you very much for your cooperation. We look forward to working with you on December 18 and 19.

PLEASE MARK IBM SHEET

ASSESSMENT
DESOTO PARISH
INSERVICE PROGRAM

This questionnaire was developed to determine your ideas relative to the inservice training program for the DeSoto Parish School System. The results will be utilized in evaluating your two-day program. Please mark your social security number on the red IBM answer sheet with #2 pencil. Your SS number will be used for statistical purposes only. Please respond to all items by marking the appropriate space on the IBM answer sheet with #2 pencil. If you have suggestions or comments concerning your inservice program, please feel free to write them on the back of the IBM answer sheet.

DEMOGRAPHIC DATA

(1) If you work in elementary school (K-8), please identify your professional position. Leave blank if you are in secondary. Mark only one.

0. Administrator
1. Librarian
2. Kindergarden or 1st grade
3. 2nd grade teacher
4. 3rd grade teacher
5. 4th grade teacher
6. 5th grade teacher
7. 6th grade teacher
8. 7th or 8th grade teacher
9. Teacher's aide

(2) If you work in secondary school (7-12), please identify your professional position. Leave blank if you are in elementary. Mark only one.

0. Administrator
1. Business or D.E. teacher
2. Counselor
3. English teacher
4. Fine arts teacher (music, etc.)
5. Home economics teacher
6. Librarian
7. Mathematics teacher
8. Physical education teacher
9. None of the above-see question 3 for additional professional positions.

(3) Continuation of question (2). Mark only one.

0. Science
1. Social studies teacher (history, civics, etc.)
2. T. & I.
3. Teacher's aide
4. Other

Your assistance is needed in evaluating the sessions you attended. Below are the same items you responded to in the needs-assessment. Please respond on the attached IBM answer sheet to the items you feel were appropriately and adequately covered in your in-service program. Do not mark extremes unless you feel that the item was truly covered thoroughly, or not at all. Mark 0 --(zero)-- for any item for which you have no opinion.

Item was Discussed

		No opinion	Not at all							Very Thoroughly
(4)	Discipline	0	1	2	3	4	5	6	7	8 9
(5)	Understanding the student	0	1	2	3	4	5	6	7	8 9
(6)	Individualizing instruction	0	1	2	3	4	5	6	7	8 9
(7)	Developing creativity									
(8)	Working with gifted students									
(9)	Working with slow learners									
(10)	Student centered procedures									
(11)	Student-teacher rapport									
(12)	Including students in planning									
**********										
(13)	Communication skills									
(14)	Teacher-centered procedures									
(15)	Planning and scheduling									
(16)	Organization of classroom									
(17)	Selecting and training student assistants									
(18)	Working with other school personnel									
(19)	Parent conferences									
(20)	Leadership in Education									
(21)	Self-evaluation									
**********										
(22)	Selecting and writing objectives									
(23)	Developing content skills									
(24)	Test construction									
(25)	Evaluating instructional programs									
(26)	Evaluating curricular materials									
(27)	Evaluating curriculum changes									
(28)	Instructional innovations									
(29)	Humanistic approach									
(30)	Introductory classroom activities									
(31)	Concluding classroom activities									
(32)	Questioning strategies (inquiry)									
(33)	Laboratory exercises (self-directed)									
(34)	Media in content area									
(35)	Selecting and evaluating materials									
(36)	Methods of purchasing materials and supplies									
(37)	Safety and liability in the laboratory (classroom)									
**********										

CONTINUE MARKING EACH FROM ZERO TO NINE ON YOUR ANSWER SHEET

		Item was Discussed										
		No opinion	Not at all								Very Thoroughly	
(38)	Sources of free and inexpensive media materials	0	1	2	3	4	5	6	7	8	9	
(39)	Lettering instructional materials	0	1	2	3	4	5	6	7	8	9	
(40)	Mounting and laminating pictures	0	1	2	3	4	5	6	7	8	9	
(41)	Production of overhead transparencies											
(42)	Slide-tape presentation											
(43)	Operation and use of audio-visual equipment											
**********												
(44)	Improving the library's role in the total school program											
(45)	Administering the school library program											
(46)	Book sharing ideas and activities											
(47)	Cataloging non-book materials											
**********												
(48)	Functions and problems of the principal											
(49)	Organizing support services (health, food, transportation)											
(50)	Supervision of professional staff											
(51)	Supervision of non-professional staff											
(52)	Administration of student services											
**********												

CONTINUE
MARKING
EACH
FROM
ZERO
TO
NINE
ON
YOUR
ANSWER
SHEET

		Not at all thorough									Very thorough
(53)	Overall quality of instruction in your inservice program	1	2	3	4	5	6	7	8	9	
(54)	Discussion of topics in your major teaching field (1st day)	1	2	3	4	5	6	7	8	9	
(55)	Discussion of topics in your minor teaching field (2nd day)	1	2	3	4	5	6	7	8	9	
(56)	Coverage of useful, applicable teaching ideas	1	2	3	4	5	6	7	8	9	
(57)	Organization of your inservice program	1	2	3	4	5	6	7	8	9	
(58)	Preparation of facilities for your inservice program	1	2	3	4	5	6	7	8	9	
(59)	This questionnaire is	1	2	3	4	5	6	7	8	9	

Thank you very much for your cooperation.

APPENDIX D

DESOTO PARISH IN-SERVICE PROGRAM
MANSFIELD HIGH SCHOOL
December 18 and 19, 1975

Program Theme

"TEACHING STRATEGIES - ROADWAY
TO CREATIVE LEARNING"

December 18, 1975

8:00 a.m. - 9:00 a.m.	Registration and Review of New Materials, Foyer, Mansfield High School
9:00 a.m. - 10:00 a.m.	Keynote Address, Dr. T. P. Southerland, Dean Graduate School, Northwestern State University, Auditorium
10:00 a.m. - 11:30 a.m.	Small Group Session

_____

Room No. _____

11:30 a.m. - 12:30 p.m.	Lunch
12:30 p.m. - 2:00 p.m.	Small Group Session
2:00 p.m. - 3:00 p.m.	Small Group Session

December 19, 1975

8:00 a.m. - 9:00 a.m.	Registration and Review of Media, Foyer, Mansfield High School
9:00 a.m. - 10:10 a.m.	Small Group Session

_____

Room No. _____

10:10 a.m. - 10:20 a.m.	Coffee
10:20 a.m. - 11:30 a.m.	Small Group Session
11:30 a.m. - 12:30 p.m.	Lunch
12:30 p.m. - 2:00 p.m.	Small Group Session
2:00 p.m. - 3:00 p.m.	General Session and Evaluation, Auditorium